

VOL III

EDUCAÇÃO E ENSINO NA ERA DA INFORMAÇÃO

Luis Fernando González-Beltrán
(Organizador)

 EDITORA
ARTEMIS
2024

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PRÓLOGO

Los acelerados avances en las tecnologías de información y comunicación cambiaron el mundo en todas sus facetas, y la Educación no fue una excepción. De hecho, generó un alto nivel de expectativas, que no se cumplieron en el corto plazo. La posible razón incluye un uso simplista y literal de las TICs en la enseñanza: no porque los alumnos dediquen mucho tiempo a las redes sociales virtuales esto significa que preferirán una plataforma educativa al laboratorio de toda la vida. Ni que las habilidades digitales que desarrollaron las usarán con fines de aprendizaje. Tampoco es realista pensar que pasar los apuntes del profesor a una pantalla, generarán mayor interés en los estudiantes. Por ello es crucial saber los factores que permitan una mayor motivación y un mayor aprendizaje, las herramientas digitales más efectivas, las formas de su instrumentación, los modelos de aprendizaje y los ámbitos de actuación de las nuevas tecnologías.

Precisamente este tercer volumen de “Educação e Ensino na Era da Informação” intenta dar otro paso hacia las respuestas a estas interrogantes, descifrar como la educación debe enfrentar estos desafíos, y descubrir las mejores formas de aprovechar las numerosas oportunidades que se nos presentan. Las propuestas nos llegan de diversos laboratorios alrededor del mundo, con distintas ópticas que exploran las dimensiones multifacéticas de la enseñanza y el aprendizaje, que intentan reflejar la diversidad de perspectivas sobre cómo la educación puede adaptarse y prosperar en un mundo que cambia rápidamente.

Este volumen integra 15 capítulos en 3 rubros. En el primer apartado se presentan las Tendencias en la Educación por objeto de estudio, con un capítulo sobre las distintas carreras y las estrategias de aprendizaje, seguido de trabajos sobre Odontología; Arquitectura; Ingeniería y Administración. En la segunda sección, La instrumentación de la tecnología y su impacto en el aprendizaje, tenemos investigaciones que prueban las bondades del uso educativo de YouTube; Facebook y WhatsApp; Inteligencia Artificial; la plataforma Moodle; y otras estrategias didácticas como intercambios virtuales y storytelling digital. La última sección, Gestión del Conocimiento, modelos educativos y ámbitos de desarrollo e intercambios sociales, presenta estudios sobre Gestión del conocimiento; modelo educativo basado en competencias profesionales; Metamodelos; Desarrollo Sustentable; y sobre Intercambios sociales indeseables.

En conjunto, el libro incluye investigaciones pero también experiencias y reflexiones sobre prácticas pedagógicas efectivas. A través de temáticas que van desde la neuro tecnología hasta el uso de plataformas digitales, desde la educación sustentable hasta la formación de habilidades interpersonales, este volumen pretende ser un recurso valioso para educadores, administradores e investigadores. Agradecemos a todos los colaboradores que hicieron posible este trabajo y te invitamos a ti, lector, a profundizar en las páginas que siguen.

Dr. Luis Fernando González Beltrán
UNAM, México

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DIDACTIC STRATEGIES FOR DEVELOPING INTERSOCIAL COMPETENCES ALIGNED WITH SDGS IN EDUCATIONAL SETTINGS

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ABSTRACT: This chapter delves into the pivotal role of intersocial competences in modern education, emphasizing their alignment with the United Nations Sustainable Development Goals (SDGs), particularly those related to quality education, reduced inequalities, and social justice. Unlike traditional intercultural competences, which focus mainly on cultural diversity, intersocial competences encompass skills such as empathy, critical thinking, conflict resolution, and collaborative problem-solving. These competences address broader social inequalities, including socioeconomic disparities and systemic discrimination, fostering inclusive and equitable learning environments. They are integral to achieving the SDGs by promoting lifelong learning and empowering students to actively contribute to sustainable development. Effective strategies for cultivating these competences include project-based learning, service learning, and collaborative group work, all of which

encourage students to engage with diverse perspectives and real-world challenges. The integration of technology, such as virtual exchanges and digital storytelling, is highlighted as a powerful tool for bridging geographical and social divides, enhancing mutual understanding and collaboration. This chapter provides practical approaches for embedding intersocial competences into curricula through inclusive practices, service-learning projects, and both intra- and interschool collaborations. It also addresses challenges such as the need for comprehensive teacher training and culturally responsive pedagogies. Longitudinal studies are recommended to assess the long-term impact of these initiatives. In conclusion, integrating intersocial competences is essential for preparing students to navigate complex social landscapes and contribute to more equitable and cohesive communities. Future research should explore innovative digital methods and virtual collaborations to further enrich intersocial education.

KEYWORDS: Intersocial competences. Inclusive education. Social justice. Virtual collaboration. Sustainable Development Goals (SDGs).

1 INTRODUCCIÓN

The development of intersocial competences is increasingly recognized as a crucial element of contemporary education,

aligning with global efforts to promote inclusive and equitable learning environments. These competences extend beyond traditional intercultural understanding to encompass the skills necessary for students to navigate and engage effectively across diverse social environments. Intersocial competences include empathy, critical thinking, conflict resolution, and the capacity for collaborative problem-solving, which are essential for fostering inclusive communities and promoting social justice (Espinoza & León, 2021; Lou & Bosley, 2023).

While intercultural competences have long been emphasized in educational settings, focusing on understanding and appreciating cultural diversity, intersocial competences address a broader spectrum of social interactions and inequalities, including those based on socioeconomic status, ethnicity, and other social divisions (Dietz, 2020; Pérez et al., 2023). This distinction is particularly relevant in the context of public and private educational institutions, where disparities in resources and social capital can exacerbate inequalities and limit opportunities for meaningful social engagement (Gutiérrez & Riquelme, 2020; Consolazio et al., 2023). By fostering intersocial competences, educators can equip students with the tools needed to bridge these divides and contribute positively to diverse communities.

This chapter is situated within the broader framework of Sustainable Development Goal 4 (SDG 4), which calls for quality education and the promotion of lifelong learning opportunities for all. Specifically, Target 4.7 of SDG 4 emphasizes the importance of education that fosters a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity. Intersocial competences are integral to achieving these aims, as they empower students to become active, empathetic, and responsible members of their communities and the wider world (UNESCO, 2020).

Intersocial competences are not innate but are developed through intentional and structured educational experiences that challenge students to reflect on their own social positions and biases, engage with diverse perspectives, and collaborate on solving complex social problems (Gandolfi & Mills, 2023). This requires a shift from traditional didactic teaching methods to more participatory and experiential approaches, such as project-based learning, service learning, and collaborative group work (Alcalá del Olmo Fernández et al., 2020; Davies, 2023). These methodologies not only enhance academic outcomes but also foster critical social skills and attitudes that are essential for navigating an increasingly interconnected and diverse world.

The chapter will provide a comprehensive overview of practical strategies for integrating intersocial competences into educational curricula. It will outline specific

methods, tools, and activities that can be adapted to various educational settings, emphasizing their applicability in both public and private institutions. These strategies include creating inclusive classroom environments that encourage open dialogue and critical reflection, implementing service-learning projects that connect students with diverse communities, and fostering collaborative learning experiences that require students to engage with peers from different backgrounds (Abacioglu et al., 2023; Kleinert et al., 2019).

Moreover, the chapter will address the challenges and considerations involved in implementing intersocial education, such as the need for adequate teacher training, institutional support, and culturally responsive pedagogies that are sensitive to the unique social dynamics of each educational context (Dietz, 2017; Espinoza & León, 2021). By providing practical guidance and evidence-based recommendations, this chapter aims to support educators in fostering intersocial competences that can contribute to more equitable and inclusive educational environments.

2 CONCEPTUAL FRAMEWORK

Integrating Intersocial Competences into educational curricula is pivotal for creating environments that not only value diversity but actively engage with it. These competences empower students to critically analyze societal structures and advocate for equity, addressing social inequalities that are often reflected in educational settings and beyond. By equipping students with the skills needed for effective and empathetic interaction across diverse social groups, education can play a transformative role in reducing social exclusion and promoting cohesive communities (Santaolalla-Rueda, 2024).

Recent studies have demonstrated the significant impact of intersocial competences on fostering inclusive and supportive educational environments. Schools that incorporate these competences into their curricula report improved student engagement, lower levels of bullying, and enhanced relationships among students from varied backgrounds (Pérez et al., 2023; Lou & Bosley, 2023). These outcomes highlight the need for educational programs that prioritize not only academic achievement but also the social and emotional development of students. Such programs encourage students to engage with complex social issues, fostering a sense of empathy and responsibility that extends beyond the classroom.

To effectively develop intersocial competences, educators must adopt a range of pedagogical approaches that promote active participation and critical reflection. Project-based learning (PBL) and service learning are particularly effective

methodologies, offering students opportunities to engage with real-world social issues and reflect on their roles within these contexts (Alcalá del Olmo Fernández et al., 2020; Davies, 2023). For example, service-learning projects that involve partnerships with community organizations not only help students understand social justice issues more deeply but also cultivate their civic responsibility and commitment to social change (Dietz, 2017).

Creating a supportive classroom environment is equally important for nurturing intersocial competences. Establishing norms of respect and open dialogue enables students to express their views and challenge those of others constructively. Teachers play a crucial role in this process, modeling respectful behaviors and guiding discussions around sensitive social topics. Effective teacher training is therefore essential to equip educators with the skills and confidence necessary to facilitate such complex learning experiences (Espinoza & León, 2021). We have already analyzed how the inclusion of Intersocial Competences in educational curricula is essential for developing students who are equipped to contribute to a more just and inclusive society (Santaolalla-Rueda, 2024). By adopting intentional pedagogical strategies and fostering supportive, reflective learning environments, educators can play a vital role in shaping students' social and emotional growth, preparing them to navigate and positively impact diverse social landscapes (Gandolfi & Mills, 2023). This holistic approach to education not only benefits individual students but also contributes to the broader goal of building more equitable and cohesive communities.

3 DIDACTIC STRATEGIES FOR DEVELOPING INTERSOCIAL COMPETENCES

Incorporating intersocial competences into educational practice requires methodologies that go beyond traditional classroom instruction. These didactic strategies should actively engage students, promoting not only academic learning but also social and emotional growth. Below, we outline several participatory and experiential learning methods that have proven effective in developing intersocial competences.

3.1 PARTICIPATORY LEARNING METHODOLOGIES

Participatory learning methodologies are particularly effective for fostering intersocial competences as they emphasize student engagement with real-world issues and diverse communities. These approaches encourage critical reflection, empathy, and collaborative problem-solving.

Table 1. Examples of Participatory Learning Methodologies as strategy.

Strategy	Description	Example Activity	Key Competences Developed
Project-Based Learning	Collaborative projects addressing real-world social issues.	“Community Mapping for Social Equity” – Students collaborate to create a detailed map of their local community, highlighting areas of social inequality such as food deserts or inadequate housing. They then propose actionable interventions, such as community gardens or advocacy campaigns, and present their findings to local officials and organizations. This project not only develops students’ analytical skills but also fosters a sense of civic responsibility and empowerment.	Empathy, critical thinking, collaboration
Service Learning	Combines community service with academic learning objectives.	“Addressing Food Insecurity” – Students partner with local food banks or non-profits to help combat food insecurity. They participate in various activities, such as organizing food drives or volunteering at distribution centers. Through reflection essays and class discussions, students explore the root causes of food insecurity and discuss potential long-term solutions. This experience allows students to connect classroom learning with community needs, fostering empathy and a deeper commitment to social justice.	Civic responsibility, problem-solving, empathy
Role-Playing & Simulation	Simulated scenarios exploring social perspectives and advocacy.	“The Social Negotiation Game” – In this simulation, students assume roles such as policymakers, community leaders, and representatives of marginalized groups. They engage in negotiations to address a fictional community crisis, such as a dispute over the allocation of public resources. This exercise requires students to practice empathy, negotiation, and advocacy skills, promoting a deeper understanding of diverse social dynamics.	Conflict resolution, negotiation, perspective-taking

3.2 CLASSROOM ACTIVITIES FOR INTERSOCIAL COMPETENCES

Classroom activities that promote intersocial competences should encourage critical thinking, collaboration, and open dialogue. These activities help students engage with diverse perspectives and develop the skills necessary for respectful and constructive social interactions.

Table 2. Examples of Activities for Intersocial Competences.

Strategy	Description	Example Activity	Key Competences Developed
Socratic Seminars	Structured discussions promoting critical thinking and dialogue.	“Social Media and Youth Mental Health” – Students engage in a discussion on the impact of social media on mental health, considering perspectives from psychology, sociology, and personal experience. They analyze the positive and negative aspects of social media use and propose strategies for promoting healthy digital habits. This activity fosters critical thinking and encourages students to consider the broader social implications of digital technology.	Critical thinking, respectful dialogue, analytical skills
Collaborative Group Work	Team projects addressing shared goals and creative expression.	“Social Justice Poster Campaign” – Groups of students research a social issue of their choice, such as racial discrimination or environmental justice. They then create a series of posters that raise awareness and propose solutions, combining academic research with creative expression. The posters are displayed in the school or shared on social media, engaging the broader community in dialogue about these issues. This activity promotes teamwork, research skills, and social advocacy.	Teamwork, research, creative expression
Debate & Deliberation	Structured debates and dialogues on complex issues.	“Universal Basic Income: A Solution to Social Inequality?” – Students are divided into teams to research and debate the merits and drawbacks of implementing a universal basic income. They consider various perspectives, including those of low-income communities, policymakers, and economists. This exercise sharpens students’ analytical and rhetorical skills, while also fostering an appreciation for the complexities of social policy.	Argumentation, critical analysis, perspective-taking

Implementing these didactic strategies allows educators to cultivate dynamic and inclusive learning environments that foster the development of intersocial competences.

By engaging students in meaningful activities that go beyond traditional academic learning, these methods enhance critical thinking, communication, and collaboration skills. Moreover, they prepare students to navigate diverse social contexts with empathy and understanding, empowering them to become thoughtful, socially responsible, and proactive members of their communities who can contribute positively to social change.

4 IMPLEMENTATION AND ADAPTATION OF INTERSOCIAL PROGRAMS

Implementing intersocial programs effectively requires careful planning and adaptation to meet the unique needs of diverse educational settings. These programs are crucial for fostering empathy, understanding, and cooperation among students from different social backgrounds, enabling them to engage constructively with the complexities of social dynamics both within and beyond the classroom (Santaolalla-Rueda, 2024). This section explores three core approaches to integrating intersocial competences into educational institutions: intraschool programs, interschool collaborations, and the use of digital tools to transcend geographical and social boundaries.

4.1 INTRASCHOOL PROGRAMS

Intraschool programs are designed to promote intersocial competences within a single educational institution. By creating opportunities for students from various social backgrounds to interact, these programs help break down barriers and foster a sense of community and mutual respect. Research has shown that when students from diverse socio-economic and cultural contexts collaborate on shared goals, it significantly enhances their understanding and empathy, reducing prejudice and promoting social cohesion.

Intraschool Activities: Peer mentoring is an effective strategy for building intersocial competences, as it creates a structured environment where senior students provide academic and emotional support to younger peers. This interaction not only helps mentees feel more integrated and supported but also fosters leadership and empathy in mentors. By bridging social and academic gaps, peer mentoring programs contribute to a more inclusive school culture.

Establishing clubs that focus on diverse interests and social causes, such as a “Social Justice Club” or an “Environmental Action Group,” can provide students with platforms to explore and advocate for issues they care about. These clubs encourage active engagement with social and environmental justice topics, facilitating dialogue and collaboration among students who might not otherwise interact. Such initiatives help students recognize the value of diverse perspectives and contribute to a shared sense of purpose and community.

These intraschool activities are not merely extracurricular but integral to the educational experience, fostering a learning environment where social competences are developed alongside academic skills. They prepare students to engage thoughtfully and respectfully with the diverse social realities they will encounter outside the school setting.

4.2 INTERSCHOOL PROGRAMS (INTERPROJECTS)

Interschool programs, or InterProjects, take the concept of intersocial education a step further by connecting students from different schools, often with varying socio-economic profiles, to collaborate on shared projects. This approach is particularly effective in reducing social segregation and building bridges between communities that may not typically interact. By engaging students in joint initiatives, InterProjects foster a sense of shared identity and mutual respect, helping to dismantle stereotypes and promote social equity.

Example InterProject: “Shared Spaces for Shared Futures”: In this initiative, students from urban and rural schools collaborate on sustainability projects, such as community gardens or recycling programs. These projects involve students exchanging visits, working together to address environmental challenges, and sharing their unique perspectives and experiences. Through this collaboration, students develop a deeper appreciation for the diverse challenges and opportunities faced by different communities, enhancing their understanding of social and environmental interdependence.

The success of InterProjects relies on careful coordination and a commitment to creating equitable opportunities for participation. Teachers and administrators must ensure that logistical barriers, such as transportation and scheduling conflicts, do not impede the participation of any student group. Additionally, these projects should be designed to reflect the interests and strengths of all participants, promoting genuine collaboration and shared ownership of outcomes.

4.3 USE OF TECHNOLOGY IN INTERSOCIAL EDUCATION

Technology plays a vital role in extending the reach and impact of intersocial programs, offering innovative ways to connect students across geographical and social divides. Digital tools can facilitate real-time collaboration and communication, enabling students to engage with peers from diverse backgrounds and contexts. This not only broadens their horizons but also helps them develop digital literacy skills that are essential for navigating today’s interconnected world. **Digital Tools and Strategies:**

Virtual exchange programs use platforms like Zoom, Google Meet, or Microsoft Teams to connect students from different schools or even different countries. These programs enable students to collaborate on projects, participate in joint classes, and engage in cultural exchanges without the constraints of physical distance. For example, students from schools in different regions can work together on research projects, sharing

their findings and learning from each other's unique contexts. This fosters a sense of global citizenship and enhances students' ability to communicate and collaborate across cultural and social boundaries.

Digital storytelling is a powerful tool for exploring and sharing personal and collective narratives. Students create digital stories that reflect their own social experiences or those of others, using multimedia elements such as video, audio, and graphics. This process encourages students to reflect on their identities and social positions, fostering empathy and understanding. Sharing these stories with a broader audience, such as through school websites or social media, can also promote dialogue and raise awareness about important social issues.

The use of technology in intersocial education is not without challenges. Issues such as digital access and literacy must be addressed to ensure equitable participation. Educators should provide guidance and support to help all students engage meaningfully with digital tools, regardless of their prior experience or access to resources.

Implementing and adapting intersocial programs within educational settings requires a multifaceted approach that combines intraschool activities, interschool collaborations, and digital strategies. By creating spaces for meaningful interaction and collaboration, these programs help students develop the skills and attitudes necessary to navigate and positively impact diverse social environments (Santaolalla-Rueda, 2024). As educational institutions continue to evolve in response to changing social dynamics, the integration of intersocial competences into the curriculum will be essential for preparing students to become empathetic, responsible, and engaged citizens.

5 ASSESSMENT AND EVALUATION OF INTERSOCIAL COMPETENCES

The effective integration of intersocial competences into educational curricula requires robust assessment and evaluation strategies. These strategies should not only measure students' academic progress but also their development in areas such as empathy, collaboration, and conflict resolution. A comprehensive approach to assessment involves both formative and summative evaluations, along with a variety of qualitative and quantitative tools to gauge the long-term impact of intersocial programs (Espinoza & León, 2021; Gandolfi & Mills, 2023). This section outlines key methodologies and tools for assessing intersocial competences and discusses the importance of longitudinal studies in understanding their long-term effects.

5.1 FORMATIVE AND SUMMATIVE ASSESSMENTS

Formative and summative assessments play complementary roles in evaluating intersocial competences. Formative assessments are ongoing and aim to provide immediate feedback, enabling students to reflect on their learning processes and make adjustments as necessary. This type of assessment can include self-reflections, peer reviews, and interactive activities that prompt students to consider their own biases and behaviors in social interactions (Pérez et al., 2023). For example, students can engage in reflective journaling after participating in a service-learning project, considering how their perceptions of a social issue have evolved through direct engagement.

Summative assessments, on the other hand, evaluate students' overall achievement at the end of a unit or program. These assessments can take the form of final projects, presentations, or portfolios that showcase the students' understanding and application of intersocial competences (Alcalá del Olmo Fernández et al., 2020). A well-designed summative assessment might involve students developing a community action plan based on their research and experiences, demonstrating not only their knowledge but also their ability to translate that knowledge into concrete, socially impactful actions.

Rubrics for Evaluation: The use of detailed rubrics is essential for assessing intersocial competences effectively. Rubrics should be designed to evaluate specific skills such as empathy, collaboration, conflict resolution, and critical thinking. For instance, an empathy rubric might assess a student's ability to recognize and articulate the feelings and perspectives of others, while a collaboration rubric could focus on the student's contribution to group work and their effectiveness in facilitating inclusive dialogue (Gutiérrez & Riquelme, 2020). Such rubrics provide clarity for both students and educators, ensuring that the assessment criteria are transparent and aligned with the desired learning outcomes.

Table 3. Examples of a rubric to evaluate the InterProject.

Competence	Excellent (4)	Good (3)	Needs Improvement (1)	Satisfactory (2)
Collaboration	Shows an understanding of others' perspectives; listens and responds appropriately most of the time.	Identifies conflicts quickly and addresses them constructively; seeks solutions that benefit all parties involved.	Demonstrates basic awareness of social issues but requires guidance to take action.	Rarely considers others' perspectives or reflects on the consequences of actions.

Communication Skills	Consistently contributes ideas, encourages others, and facilitates group cohesion; effectively resolves conflicts.	Avoids or exacerbates conflicts; unable to seek constructive solutions.	Analyzes social issues and proposes reasonable solutions with some guidance.	Communicates basic ideas but may lack clarity; struggles to adapt to different audiences.
Conflict Resolution	Displays a basic understanding of others' perspectives but struggles with active listening and empathy.	Recognizes conflicts and attempts to address them constructively; seeks compromise.	Limited awareness or interest in social justice and equity issues.	Expresses ideas clearly and respectfully; adapts communication style to diverse audiences.
Critical Thinking	Contributes to the group but may need prompting; struggles with conflict resolution.	Considers different perspectives and shows some reflection on their impact.	Minimal analysis of social issues; struggles to propose viable solutions.	Consistently demonstrates a commitment to social justice and equity; takes initiative in addressing social issues.
Empathy	Demonstrates a deep understanding of others' perspectives and feelings; actively listens and responds with sensitivity and respect.	Rarely contributes to the group; unable to resolve conflicts constructively.	Shows awareness of social justice and equity issues; participates in addressing them with support.	Occasionally considers different viewpoints; limited reflection on impact.
Perspective-Taking	Limited understanding of others' perspectives; rarely listens or responds empathetically.	Acknowledges conflicts but struggles to address them constructively; needs guidance.	Analyzes complex social issues thoroughly; proposes innovative solutions.	Communicates ideas clearly and respectfully most of the time; adapts style with some support.
Social Responsibility	Participates actively and works well with others; resolves conflicts with some support.	Easily adopts multiple viewpoints and reflects on the impact of actions and decisions on others.	Engages in basic analysis of social issues; solutions are limited in scope.	Struggles to communicate ideas clearly; rarely adapts communication style.

5.2 TOOLS FOR EVALUATING IMPACT

Evaluating the impact of intersocial programs requires a multifaceted approach that combines both quantitative and qualitative methods. This approach allows educators to capture a comprehensive picture of how these programs influence students' attitudes, behaviors, and social interactions over time (Abacioglu et al., 2023).

Quantitative Tools: Pre- and post-program surveys are effective for measuring changes in students' attitudes toward social diversity and their perceived competence in interacting across social boundaries. The "Intersocial Competence Questionnaire," for example, can assess students' self-reported levels of empathy, openness to diverse perspectives, and confidence in handling social conflicts before and after participating in an intersocial program (Lou & Bosley, 2023). These surveys provide valuable data on the immediate effects of the program and can highlight areas where additional support or instruction may be needed.

For our study, the "Intersocial Competence Questionnaire" was developed to assess the effectiveness of educational programs designed to foster intersocial competences among students. This tool is grounded in the framework established by Santaolalla-Rueda (2024), which emphasizes the importance of evaluating not only cognitive understanding but also attitudinal and behavioral shifts in relation to social diversity and inclusion. The questionnaire comprises three main sections: (1) Empathy and Perspective-Taking, (2) Collaborative Skills, and (3) Attitudes Towards Social Diversity. Each section includes items rated on a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The following outlines the key components of the questionnaire:

- **Section 1: Empathy and Perspective-Taking**

This section measures students' ability to empathize with others and understand diverse perspectives. It assesses how well students can recognize and articulate the feelings, thoughts, and experiences of individuals from different social backgrounds. 1) I can easily understand how someone from a different background might feel in various situations; 2) When interacting with people from different social groups, I try to consider things from their perspective; 3) I am comfortable talking about difficult social issues, even if they don't directly affect me; 4) I often think about how I would feel if I were in someone else's position; and 5) I actively listen to others' viewpoints, even when they differ from my own.

High scores in this section indicate a strong capacity for empathy and perspective-taking, essential components of intersocial competences. Scores can be used to identify students who may need additional support in developing these skills.

- **Section 2: Collaborative Skills**

This section evaluates students' ability to work effectively in diverse groups, including their communication, problem-solving, and conflict resolution skills. It also assesses their openness to collaborating with peers from different social backgrounds: 1) I find it easy to collaborate with peers from different social or cultural backgrounds; 2) When working in a group, I encourage all members to share their ideas and opinions; 3) I am able to manage conflicts in group settings without escalating the situation; 4) I enjoy participating in group activities that involve people with diverse perspectives; and 5) I believe that everyone has valuable contributions to make, regardless of their background.

High scores in this section reflect strong collaborative skills and a positive attitude toward working in diverse teams. Educators can use these results to design targeted interventions that promote more inclusive group dynamics.

- **Section 3: Attitudes Towards Social Diversity**

This section assesses students' attitudes toward social diversity, including their beliefs about the importance of inclusion and their comfort in engaging with diverse social groups: 1) I believe that understanding different social perspectives is important for solving societal problems; 2) I am comfortable interacting with people from social backgrounds different from my own; 3) I think that schools should do more to promote understanding between students from different social groups; 4) I feel that learning about social diversity is as important as learning academic subjects; and 5) I am willing to speak out against social injustice, even when it is difficult to do so.

High scores indicate a positive attitude toward social diversity and a commitment to fostering an inclusive environment. This section is particularly useful for identifying students who are likely to become advocates for social justice in their communities.

Implementation and Use: The “Intersocial Competence Questionnaire” is designed to be administered both before and after the implementation of intersocial programs, providing a pre- and post-assessment of students' growth in these areas. The tool can be used in conjunction with other qualitative methods, such as focus groups and interviews, to gain a more comprehensive understanding of the program's impact.

Data Analysis: Results from the questionnaire can be analyzed to identify trends and patterns in students' intersocial development. Statistical methods, such as paired t-tests, can be used to measure significant changes in students' scores across the three sections. Additionally, qualitative responses from open-ended questions can provide deeper insights into students' personal experiences and reflections.

Applications: The insights gained from the “Intersocial Competence Questionnaire” can inform the design and adaptation of future intersocial programs. By understanding the specific areas where students excel or struggle, educators can tailor their teaching strategies to better support the development of intersocial competences.

5.3 QUALITATIVE TOOLS

Focus groups and observational data are critical for gaining deeper insights into the nuances of students’ experiences. Focus groups can be conducted with both students and educators to discuss the perceived impact of intersocial programs and to gather suggestions for improvement. Observational data, such as notes from class discussions or video recordings of group activities, can reveal how students apply intersocial competences in real-time interactions. These qualitative methods complement the quantitative data, providing a richer understanding of the program’s effectiveness.

Focus Group Analysis Tool: A Qualitative Measurement of Intersocial Competences tool is designed to qualitatively measure the impact of intersocial education programs through focus groups and observational data. By capturing the nuances of students’ experiences and interactions, it provides a comprehensive understanding of how intersocial competences are developed and applied in real-world settings. To assess students’ and educators’ perceptions of intersocial competences, such as empathy, collaboration, and conflict resolution, using thematic analysis of focus group discussions.

1. Preparation: Select participants from different backgrounds to ensure diverse perspectives. Develop a set of open-ended questions related to intersocial competences. Example prompts include: “Can you describe a situation where you felt your perspective was valued in this program?”; “How has participating in this program changed the way you interact with others?”; “What challenges have you faced in working with peers from different backgrounds?”

2. Conducting Focus Groups: Facilitate sessions in a comfortable environment, encouraging participants to share openly. Record and transcribe discussions for in-depth analysis.

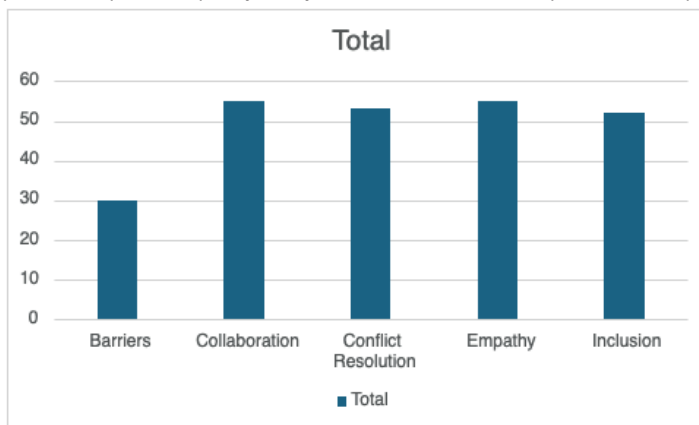
3. Data Analysis: Thematic Coding: Identify recurring themes and sub-themes from the transcriptions, such as “empathy,” “conflict resolution,” “inclusion,” and “barriers; Word Frequency Analysis: Use software like NVivo or MAXQDA (or an Excel spreadsheet, if you are not familiar with Qualitative Data Analysis programs) to generate a word frequency chart, identifying the most commonly used terms related to intersocial competences. This chart will help visualize which competences are most discussed and how often.

Table 4. Word Frequency and Thematic Analysis of Intersocial Competences.

Theme	Word/Term	Frequency	Example Quotes
Empathy	Understanding	25	I learned to understand others' perspectives better.
Empathy	Listening	18	Listening to others helps me see different views.
Empathy	Compassion	12	I felt compassion for those who have different issues.
Collaboration	Teamwork	30	Working in a team taught me how to share ideas.
Collaboration	Group Dynamics	15	Managing group dynamics was challenging but rewarding.
Collaboration	Support	10	We supported each other during the project.
Conflict Resolution	Compromise	20	Finding a compromise was key to resolving conflicts.

Use the data to identify strengths and areas for improvement in the students' application of intersocial competences. For instance, if "conflict management" behaviors are rarely observed, this may indicate a need for additional support or training in this area. After analyzing the data, provide structured feedback to students and educators, highlighting observed strengths and suggesting areas for development. Use these insights to refine and adapt the intersocial program as needed. Graph. 1. focus on illustrating the frequency of different themes that are crucial in developing intersocial competences as the given Table 4. example.

Graphic 1. Example of Frequency of Key Themes in Intersocial Competence Development:



These qualitative tools enable a comprehensive evaluation of intersocial competences by capturing the depth and complexity of student interactions and reflections. By combining thematic analysis of focus groups with detailed observational data, educators can gain a richer understanding of how intersocial competences are being developed and applied, ultimately supporting more effective and targeted interventions.

5.4 LONGITUDINAL STUDIES

While formative and summative assessments provide valuable snapshots of student progress, understanding the long-term impact of intersocial education requires longitudinal studies. These studies follow students over an extended period, tracking how their attitudes and behaviors evolve as they move through different educational stages and into adulthood (Gandolfi & Mills, 2023). Longitudinal research can reveal whether intersocial competences gained in school translate into continued engagement with diverse communities, a commitment to social justice, and the ability to navigate complex social environments.

For example, a longitudinal study might track students who participated in an intersocial program during high school to see how their involvement in community service or social activism changes over time. Such studies can also explore the impact of intersocial education on students' career choices, civic participation, and interpersonal relationships (Santaolalla-Rueda, 2024). By providing a long-term perspective, longitudinal research helps educators and policymakers understand the enduring benefits of intersocial programs and make informed decisions about their implementation and funding.

Effective assessment and evaluation are crucial for the success of intersocial programs. By using a combination of formative and summative assessments, as well as a range of quantitative and qualitative tools, educators can gain a comprehensive understanding of how these programs influence students' development. Longitudinal studies further enhance this understanding by revealing the long-term effects of intersocial education on students' social attitudes and behaviors. Together, these approaches ensure that intersocial competences are not only taught but also deeply embedded in students' lives, preparing them to become empathetic, engaged, and socially responsible citizens (Pérez et al., 2023).

6 CHALLENGES AND CONSIDERATIONS

Implementing intersocial competences in educational settings presents several challenges that must be addressed to ensure the effectiveness and sustainability of these programs. Understanding and anticipating these barriers is essential for educators and administrators aiming to foster inclusive and socially responsive learning environments.

6.1 BARRIERS TO IMPLEMENTATION

One of the primary obstacles to integrating intersocial competences is resistance to change within educational institutions. This resistance can stem from deeply ingrained

teaching practices, institutional policies, or a lack of awareness about the benefits of intersocial education. Additionally, there may be logistical and financial constraints, such as insufficient funding or lack of access to necessary resources and materials. Educators may also feel unprepared to teach these competences, especially if they have not received training in intersocial pedagogy or conflict resolution (Davies, 2023; Lou & Bosley, 2023).

Comprehensive professional development programs are crucial for equipping educators with the knowledge and skills needed to teach intersocial competences effectively. These programs should cover topics such as intersocial pedagogy, conflict resolution, and culturally responsive teaching. Providing educators with practical tools and strategies can increase their confidence and willingness to adopt new practices (Gutiérrez & Riquelme, 2020).

Ensuring that schools have adequate resources is another critical factor in overcoming barriers. This includes not only financial support but also access to materials, such as curriculum guides, instructional tools, and technological resources. Establishing partnerships with community organizations and local governments can also help provide additional support and resources for intersocial programs (Pérez et al., 2023).

6.2 CULTURAL SENSITIVITY AND ADAPTATION

Intersocial programs must be culturally sensitive and adaptable to the unique contexts of the communities they serve. To be effective, programs must be co-created with input from community stakeholders, including students, parents, and local organizations. This collaborative approach ensures that the programs are relevant and responsive to the community's specific needs and challenges (Espinoza & León, 2021; Santaolalla Rueda, 2024). Adapting intersocial programs also means being open to feedback and willing to make adjustments based on what is or isn't working. Continuous dialogue with community members and regular program evaluations can help identify areas for improvement and ensure that the programs remain relevant and effective (Dietz, 2017).

7 CONCLUSION AND FUTURE DIRECTIONS

The development of intersocial competences is a critical aspect of modern education, equipping students with the skills necessary to engage constructively across diverse social, cultural, and economic backgrounds. Intersocial competences go beyond mere awareness of cultural differences; they encompass the ability to empathize, collaborate, and resolve conflicts in a variety of social contexts. These competences are

fundamental for fostering inclusive, equitable, and cohesive communities, both within and outside the school environment (Santaolalla-Rueda, 2024).

Implementing intersocial education effectively requires a comprehensive approach that integrates pedagogical strategies, institutional support, and community engagement. Throughout this chapter, we have discussed various methods and tools for developing intersocial competences, including project-based learning, service learning, and digital storytelling. Each of these strategies emphasizes active participation, critical reflection, and collaboration, enabling students to practice intersocial skills in real-world settings. For example, activities such as peer mentoring and interschool collaborations provide opportunities for students from diverse backgrounds to interact, build relationships, and work together towards common goals. These experiences are invaluable in helping students break down stereotypes and develop a deeper understanding of social dynamics (Pérez et al., 2023; Gutiérrez & Riquelme, 2020).

However, several challenges remain in implementing intersocial programs effectively. Resistance to change within educational institutions, limited resources, and varying levels of teacher preparedness are common barriers that must be addressed. One key recommendation is to invest in professional development for educators, focusing on intersocial pedagogy and conflict resolution. Providing educators with the necessary skills and confidence to facilitate intersocial learning is crucial for the success of these programs (Espinoza & León, 2021).

Additionally, there is a need to adapt intersocial programs to the unique cultural and social contexts of different schools and communities. This requires ongoing dialogue with community stakeholders and a willingness to modify approaches based on feedback. For instance, a service-learning project in an urban school might focus on housing insecurity, while a similar project in a rural school could address barriers to education, such as transportation or digital access. Tailoring programs in this way ensures that they are relevant and meaningful to the students and communities they serve (Davies, 2023).

The integration of intersocial competences also highlights the importance of cross-school collaborations, particularly between schools with different socio-economic profiles. Such collaborations not only enrich the learning experience for all students but also promote social cohesion and mutual understanding across diverse communities. By working together on shared projects, students from various backgrounds can learn to appreciate different perspectives and develop a sense of shared responsibility for addressing social challenges.

Despite the promising potential of intersocial education, it is essential to acknowledge its limitations. The effectiveness of these programs often depends on the

broader socio-political context in which they are implemented. For example, in areas with high levels of social tension or inequality, intersocial programs may face resistance from community members or may not receive adequate institutional support. Furthermore, measuring the impact of intersocial competences can be challenging, as changes in attitudes and behaviors may not be immediately visible. Longitudinal studies are needed to assess the long-term effects of intersocial education and to identify best practices for sustaining these competences over time (Gandolfi & Mills, 2023).

Looking ahead, future research should explore innovative methods for integrating intersocial competences into diverse educational contexts. Expanding the use of digital tools and virtual exchanges can enhance the reach and effectiveness of intersocial programs, making them accessible to a broader range of students and educators. For example, virtual collaboration projects can connect students from different parts of the world, enabling them to work together on global issues such as climate change or social justice. These digital platforms can provide a unique opportunity for students to practice intersocial skills in a global context, fostering a sense of global citizenship and interconnectedness (Lou & Bosley, 2023).

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SOBRE O ORGANIZADOR

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